

Planning for accessibility: considerations

Note: Accessibility is a complex, evolving topic with specific expectations and recommendations that vary depending on the setting. The following considerations are not an exhaustive list.

Written materials: questions to consider

- Is the material easy to see/read?
- Is the font color and size clear?
- Is the content easy to understand? Try using an [Automatic Readability Checker](#) to check the reading and grade level of your writing.
 - Does the content use jargon?
 - Is the writing concise and easy to read?
- How do you imagine people will feel when reading the material? Consider whether the content or image choices might be stigmatizing.
- Is the material easy to find?
 - If it is an online resource, is it easy to find online?
 - If the resource is not online, how do you plan for people to know about this resource?

Tips for written materials:

- Learn about [creating accessible Microsoft Word documents](#).
- Use a large font (at least size 14).
- Avoid the use of all caps, italics, Serif, and decorative fonts.
- Ensure good contrast between text and background.
- Include page numbers (example: page 1 of 3) at the bottom of the document.
- Limit the use of acronyms where possible.
- If using acronyms, spell out acronyms in full at least once per page.
- Provide materials in various formats, including by email and printed out.

If using images in written materials, consider how the images used reflect the diversity of people who live with dementia and their families. Images that reflect negative

stereotypes of dementia can be stigmatizing. The images that you select can influence whether people feel the resource applies to them.

Technology or web-based materials:

- Is your website accessible? [Web Content Accessibility Guidelines \(WCAG\)](#) are standard accessibility guidelines. WCAG Accessibility checkers are available online.
- Is your website designed with people living with dementia in mind? Learn about [how to design a dementia-friendly website](#).
- If the resource involves people using technology, what assumptions do you have about their ability to navigate the resource?
 - Which of these assumptions can be incorrect?
 - How can you accommodate those who are not comfortable or familiar with technology?

Services and in-person offerings: questions to consider

- If the intervention is a service (such as a day program or support group), is the service easy to navigate? What challenges might people come across while trying to access the service?
- Are individuals required to call your organization to arrange the service? If so, try calling the number yourself.
 - Are the required extensions easy to find?
 - Is it challenging to be connected to the right person?
 - Does the person likely to be answering the phone have the information they need to support callers?
- Is the space where the service is offered accessible?

Resources for accessibility:

- [DEEP Guide: Writing dementia-friendly information](#)
- [Creating accessible Microsoft Word documents](#)
- [How to design a website for someone affected by dementia](#)
- [Dementia-Friendly Canada](#): includes videos, tip sheets and online education modules
- [Dementia-friendly environment checklist](#)
- [Becoming Dementia Friendly: Checklist for a physical environment](#)
- [Dementia-friendly communities environmental assessment](#)
- [Dementia-friendly environments: Lighting, Creating a relaxing environment, Noise levels](#)